

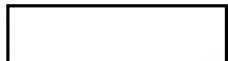
DD / S REGISTRY
FILE Training b

18 December 1970

MEMORANDUM FOR THE RECORD:

STAT

1. Discussed with Mr. [] this date the fact that certain items in ER 70-1685/8 have been addressed by the actions of Problem Solving Seminar #5.
2. In regard to the specific question Mr. Coffey posed on the routing slip (27 Nov 70), the Support Directorate in 1970 has enrolled 70 people in the Basic Supervision Course and 51 people in the one-week Management Course.



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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Director of Personnel
5E-56 Headquarters

EXTENSION

NO.

DATE

17 AUG 1970

STAT

TO: (Officer designation, room number, and building)

DATE

RECEIVED FORWARDER

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.
Deputy Director for Support
7D-18 Headquarters

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15.

I found Hugh Cunningham's memorandum and its attachments most informative about our Supervision Course.

It occurred to me that you might want to share this with the other Deputy Directors in view of Colonel White's memorandum to them dated 15 June 1970 on the subject of maximizing the abilities of young employees. I am attaching a copy of that memorandum which you recall was the end result of the Task Force study of this subject. I am referring specifically to paragraph five of Colonel White's memorandum.



Robert S. Wattles
Director of Personnel

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Atts: ER 70-1685/8
DD/S 70-3137

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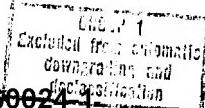
7-16-85/8:1

15 JUN 1970

MEMORANDUM FOR: Deputy Director for Intelligence
Deputy Director for Plans
Deputy Director for Science and Technology
Deputy Director for Support

SUBJECT: Maximizing the Abilities of Young Employees

1. I should like to underscore some of the observations made during our recent discussion of the Think Force report on Agency procedures for determining the needs, utilization and development of young employees.
2. First, it was encouraging to note that in general Agency managers are aware of the need to maintain open communication with our young people and are concerned about their development and the contribution they can make to our overall mission. We must do all we can to foster this awareness and concern and to put to better use established procedures for developing younger talents.
3. It is essential that we continue to acquire a proper mix of young professional employees whether they be brought in through the Career Training Program mechanism or are hired directly by the several Career Services for specific jobs. Any upper ceiling restrictions must not be permitted to affect adversely a properly planned program against long-range needs for the recruitment and deployment of young employees. I have instructed the Director of Personnel to report to me instances where such restrictions appear to be limiting the necessary input of young professional people in any Agency component. I look to him to recommend to me ways to resolve such problems.
4. A Notice will be issued shortly listing the membership of the Management Advisory Group. I agree that appropriate attention should be given to this Group and its activities throughout the Agency and suggest that you make arrangements to accomplish this through referrals to it at your Staff Meetings and subordinate Staff Meetings.
5. Our record of enrollment in the Office of Training one-week Supervision Course and the one-week Management Training Course must be improved. I would like each of you to discuss this matter with your senior managers and to urge them to take fuller advantage of these courses in sending first-line supervisors and managers at the GS-11 to GS-14 grade levels to this training.



05/05/05 11:11 AM

6. From time-to-time, studies in the general area of personnel management will be brought to our attention. When deemed appropriate for a larger dissemination, I suggest that such studies be distributed at least among your immediate staffs and your office heads or division chiefs.

/s/ L. K. White

L. K. White
Executive Director-Controller

cc: Inspector General
General Counsel
Director of Personnel

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DD/S 70-3137

DTR-5263

27 JUL 1970

MEMORANDUM FOR: Deputy Director for Support

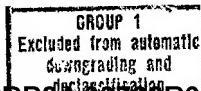
SUBJECT : Supervision Training

REFERENCE : DD/S Memo 70-2902, dtd. 15 Jul 70,
Subj: Supervision Course

1. In our opinion, the comments and thoughts expressed in referenced memorandum are right on target. We have long been aware of the points mentioned pertaining to employee dissatisfaction, and we have been striving to correct them through means of our Supervision Course. In the course, it is our aim to convey to the students what we consider to be the most meaningful and practical contributions of top behavioral scientists in the management field. In the motivation module, for example, we cover "job enrichment"; that is, the importance of restructuring jobs to make them more challenging and providing the employee with a greater feeling of accomplishment. The result, we hope, will be a more satisfied and better-motivated employee. Also covered in our Supervision training is the importance of opening up the channels of communications -- giving the subordinate a "piece of the action", so to speak, by involving him in the decision-making process and thus encouraging a greater commitment to the tasks and decisions. The importance of delegation of authority and the proper means of doing so also are covered.

2. So that you may have a more complete picture of the subject matter, I have attached as Tab A a copy of the most recent schedule of the Supervision Course. Indicated with asterisks are those segments cited in your memorandum which may be of particular interest to you at this time.

3. In the Supervision Course we are trying to give the students the tools they should use to be better supervisors. How much the

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students use these tools after they return to the job is dependent to a large degree on how their supervisors and office culture react to the newly learned techniques and practices of good management. Recognizing this as a problem, we are initiating the practice of sending two follow-up memorandums (Tabs B & C) to the supervisors of students taking the Supervision Course. The aim, of course, is to create a more favorable atmosphere and greater interest in the application of good managerial practices.

4. Although it appears that we are presently covering the points listed in your memorandum, we will make certain that they are re-emphasized in future runnings.

5. Your continuing interest in OTR management training programs is appreciated.



HUGH T. CUNNINGHAM
Director of Training

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Attachments:

As stated

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MONDAY

0845-0900 Introduction (Admin)

0900-1200 Special Assignments

0900-0910 Instructions-Special Assignment #1
0910-1020 Individual Work-Special Assignment #1
1020-1030 Break
1030-1040 Instructions-Special Assignment #2
1040-1130 Group Activity-Special Assignment #2
1130-1200 Reports/Course Introduction

1200-1300 Lunch

* 1300-1630 Communications

1300-1310 Instructions-Lunar Exercise
1310-1320 Individual Work
1320-1415 Team Activity
1415-1425 Indiv. Action Checklist
1425-1440 Team Action Checklist
1440-1450 Discussion
1450-1505 Break
1505-1550 Lecture: Communications/Intra Group Commo
1550-1610 Film - Listen Please

TUESDAY

0830-0845	Reading Period
* 0845-1200	Motivation/Employee Development
0845-0900	Completion of Herzberg Questions
0900-1000	Lecture
1000-1015	Break
1015-1045	Film - <u>Motivation Thru Job Enrichment</u>
1045-1100	Discussion
1100-1130	Film - <u>Understanding Motivation</u>
1130-1200	Lecture/Discussion-Employee Development
1200-1300	Lunch
1300-1630	Problem Solving/Decision Making
1300-1330	Film - <u>Boiler Scale</u>
1330-1415	Lecture: Problem Solving/Decision Making
1415-1430	Break
1445-1545	Team Problem Selection
1545-1630	Team Action

WEDNESDAY

0830-0845

Reading

0845-1015

Problem Solving/Decision Making (Cont.)

0845-0915 Team Action

0915-1015 Reports/Discussion

1015-1030 Break

1030-1130

Perception

1030-1100 Lecture; Perception

1100-1130 Film: Eye of the Beholder

1130-1430

Supervisory Responsibilities

1130-1140 Instructions

1140-1200 Individual Work

1200-1300

Lunch

1300-1430

Supervisory Responsibilities (Cont.)

1300-1350 Group Activity

1350-1430 Reports

1430-1445

Break

* 1445-1600

Delegation

1445-1505 Film - Delegation

1505-1515 Individual Work

1515-1600 Group Activity

1600-1630

The Meredith Case - Part 1

1600-1605 Instructions

1605-1630 Individual Work

THURSDAY

0830-0845 Reading

0845-0910 Delegation (Cont.)

 0845-0910 Team Reports

0910-1100 The Meredith Case - Part 1 (Cont.)

 0910-1010 Team Activity

 1010-1025 Break

 1025-1100 Reports

* 1100-1610 Performance Appraisal

 1100-1105 Instructions

 1105-1120 Individual Work

 1120-1200 Team Activity

1200-1300 Lunch

1300-1610 Performance Appraisal (Cont.)

 1300-1330 Team Activity

 1330-1400 Reports

 1400-1415 Break

 1415-1530 Lecture: Performance Appraisal

 1530-1550 Film - How Good is a Good Guy?

 1550-1610 Discussion

1610-1630 The Meredith Case - Part 2

 1610-1630 Instructions & Indiv. Work

FRIDAY

0830-0845 Reading

0845-1100 Meredith Case - Part 2 (Cont.)

 0845-1000 Team Activity
 1000-1015 Break
 1015-1100 Team Report

1100-1415 Conflict Management

 1100-1110 Instructions
 1110-1200 New Truck Dilemma
 1200-1215 Discussion
 1215-1315 Lunch
 1315-1345 Film - Bright Young Newcomer
 1345-1415 Discussion
 1415-1430 Break

1430-1500 Creativity/Adaption to Change

1430-1500 Creativity/Adaption to Change

1500-1530 Course Wrap-Up

1530-1600 Student Critique Completion

This letter is sent to the immediate supervisors of the students shortly after they complete the course:

The primary purpose is to encourage a working environment which will allow the student to utilize what he has learned.

MEMORANDUM FOR:

SUBJECT : Supervision Training

1. We were pleased to have in the most recent running of the Supervision Course, and we appreciate your cooperation in making him available for the training.

2. As you know, the Supervision Course strives to increase the effectiveness of first-line supervisors -- and individuals about to become supervisors -- by acquainting them with the basic theories, practices, and techniques of good management. In addition to the theoretical aspects, considerable emphasis is placed on problems of a practical nature that are being encountered currently by Agency supervisors.

3. We believe that this approach, and the extensive opportunity for team and interpersonal discussions, provides participants with a sound basis for increasing their effectiveness as supervisors. This depends, of course, on whether or not they are afforded the opportunity to utilize what they have learned. In this context, we have found that some students hesitate to discuss with their supervisors the application of new approaches and techniques that the course may have stimulated in their minds. In these instances, the positive effects of the course can be multiplied if the supervisor takes the initiative and provides a supportive atmosphere for innovation. I'm sure can rely on you for continued support and encouragement.

[redacted]
Chief, Support School, OTR

STAT

S E C R E T

This letter and attachment will be sent approximately 90 days after completion of the course.

MEMORANDUM FOR:

SUBJECT : Follow-up Questionnaire for Supervisors of
Students Taking the Supervision Course

1. The Management Training Faculty/Support School/Office of Training is attempting through a number of methods to continue to improve the effectiveness of its courses through better customer feedback. The information attainable from the attached questionnaire will be highly useful to us and we will appreciate it if you will take the three or four minutes required to fill it in. We realize, of course, that improvements in supervisory skills arise chiefly from job experience, guidance from the employee's supervisor, etc., and that training effects are usually and often not directly observable.

2. If you desire clarification concerning any question in the questionnaire or wish to comment, please call extension Any thoughts you may have about additional supervisory/managerial skills or additional changes which might be either introduced into or further emphasized in the course will be welcomed and given careful consideration.

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Chief, Support School
Office of Training

Attachment: As stated

S E C R E T

S E C R E T

MEMORANDUM FOR: Management Training Faculty/Support School/OTR
612 Magazine Building

SUBJECT : (Name)

1. Has there been any observable improvement in your employee's performance as a supervisor, which you feel attributable to the Supervision Course he completed?

Yes No

(If the answer above is No, please sign at the bottom and return the form as addressed.)

2. If the answer to question 1 is yes, please fill in the appropriate blocks below. Skip any question that is "not applicable."

- a. Are those he supervises more positively motivated than before?

Yes No

- b. Do you feel he communicates more effectively with his employees? (e.g. in providing instructions, encouraging feedback, counseling, etc.)

Yes No

- c. Do you feel he communicates more effectively with you? (e.g. provides better feedback, requests clarification of instructions or policy guidance, etc.)

Yes No

- d. Does he delegate more effectively?

Yes No

- e. Does he manage his time more effectively?

f. Does he deal more effectively in problems of employee development?

Yes No

g. Does he seem more aware of the importance of self-development?

Yes No

h. Have his decision-making/problem-solving skills increased?

Yes No

i. In those cases where, in your judgment, it would have been useful to involve appropriate employees in making decisions, has he done so increasingly and effectively?

Yes No

j. Has there been any increase in his ability to conduct performance appraisal interviews?

Yes No

To make out PA reports?

Yes No

k. Do you feel he appreciates, to a greater degree, the full range of responsibilities a supervisor may potentially bear?

Yes No

l. Are there any observable benefits in either attitude or skills not covered above. If yes, please list them.

3. Please make any further comments or provide suggestions on the reverse side.

NAME _____

DATE _____

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DTR-5263

27 JUL 1970

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Supervision Training

REFERENCE : DD/S Memo 70-2902, dtd. 15 Jul 70,
Subj: Supervision Course

1. In our opinion, the comments and thoughts expressed in referenced memorandum are right on target. We have long been aware of the points mentioned pertaining to employee dissatisfaction, and we have been striving to correct them through means of our Supervision Course. In the course, it is our aim to convey to the students what we consider to be the most meaningful and practical contributions of top behavioral scientists in the management field. In the motivation module, for example, we cover "job enrichment"; that is, the importance of restructuring jobs to make them more challenging and providing the employee with a greater feeling of accomplishment. The result, we hope, will be a more satisfied and better-motivated employee. Also covered in our Supervision training is the importance of opening up the channels of communications -- giving the subordinate a "piece of the action", so to speak, by involving him in the decision-making process and thus encouraging a greater commitment to the tasks and decisions. The importance of delegation of authority and the proper means of doing so also are covered.

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GROUP 1
Excluded from automatic
downgrading and
declassification

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HUGH T. CUNNINGHAM[♦]
Director of Training

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Attachments:

As stated

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FILE Training 6

DD/S 70-2902

15 JUL 1970

MEMORANDUM FOR: Director of Training

ATTENTION : Mr. [redacted]

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SUBJECT : Supervision Course

1. During the course of a briefing on 9 July by [redacted] Office of Personnel, we discussed some of the problems relating to employee dissatisfaction and what might be done to alleviate some of these problems. Some of the points listed which would tend to make an employee's life more meaningful would be as follows:

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a. Delegation of authority to the employee in a specific measurable manner for which the employee would be held responsible.

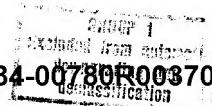
b. Specify as clearly and concisely as possible the requirements of the job the employee is filling.

c. Communications between the supervisor and the employee of immediate problems and larger aspects of policy guidance.

d. Job redesign.

2. As regards the latter item of job redesign, it was general observation that there are two aspects to this: (a) the heavy roster of clerical responsibilities in a professional officer's job requirement, and (b) the fact that the jobs of many junior professionals encompass most of the dirty jobs of a given office with very little of the gratifying or more satisfying job responsibilities. [redacted] felt that supervisors could readily review the job requirements in their respective offices and redesign the jobs eliminating many of the clerical aspects and giving those to truly clerical positions where the clerical individual could make a meaningful

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use of these responsibilities. The second aspect would be a spreading around of some of the "dirty tasks" so that one or two people do not have them only, and by readjusting and seeing to it that everyone shares some of the good or more challenging tasks with a modicum of some of the less pleasant tasks; then general satisfaction would be achieved.

3. I do not know in detail the content of your Supervision Course but I ask your consideration of these thoughts in developing supervisor leadership qualities as part of your Supervision Course. You may already be covering some of this but, if not, the leads above are worthy of consideration. I would be pleased to hear your reaction to this proposal.

SIGNED R. L. Bannerhan

R. L. Bannerhan
Deputy Director
for Support

Distribution:

Orig & 1 - Addressee
 1 - DD/S subj
1 - DD/S chrono